DOCUMENT RESUME

ED 335 454 CE 058 559

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TITLE New Approaches to Training: A Preliminary Review of Nigeria's National Open Apprenticeship Scheme (NOAS). Discussion Paper No. 30.
INSTITUTION International Labour Office, Geneva (Switzerland).
REPORT NO ISBN-92-2-107953-8
PUB DATE 91
NOTE 35p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Apprenticeships; Developing Nations; Economic Development; Educational Economics; Foreign Countries; *Human Capital; *Job Training; *Labor Force Development; Labor Supply; *National Programs; Postsecondary Education; Program Descriptions; Secondary Education; Unemployment; Vocational Education; Young Adults
IDENTIFIERS *Nigeria

ABSTRACT

Nigeria's National Open Apprenticeship Scheme (NOAS) is aimed at giving vocational skills to unemployed youth and helping them to be self-employed or get gainful employment. NOAS is targeted at Nigerian men and women aged 15-25. Minimum educational requirements vary by trade; course duration ranges from 2 months to 3 years. The number of trainees taken in any particular year is limited by available resources, namely, the budgetary provision and the trainers. Trainers are master craftworkers who are self-employed or work in formal institutions. Although NOAS tries to match trainees' preferences with the availability of trainers in the chosen trade, the process is more supply driven than demand driven. Trainees who have been placed are regularly monitored by officers who visit their workplace with structured questionnaires that collect information on progress, attendance, and problems. Trainees who complete training are often helped through the National Directorate of Employment's placement/resettlement services or the Directorate's loan program for self-employment. NOAS's problems include the sluggish economy, high unemployment, the diminishing financial contribution of the government, technological laggardness, and inadequate transportation. (Appendixes include tables with unemployment data and a list of available trades for trainees.) (YLB)

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NEW APPROACHES TO TRAINING: A PRELIMINARY REVIEW OF NIGERIA'S NATIONAL OPEN APPRENTICESHIP SCHEME (NOAS)

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Discussion papers are preliminary material intended to stimulate critical discussion and comment

December 1990

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ISBN 92-2-107953-8

First published 1991

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Printed by the International Labour Office, Geneva, Switzerland

NEW APPROACHES TO TRAINING: A PRELIMINARY REVIEW OF NIGERIA'S NATIONAL OPEN APPRENTICESHIP SCHEME (NOAS)

by

Joe U. Umo*

Introduction

The National Directorate of Employment (NDE) was set up in Nigeria in 1987 following the report of the Chukuma Committee appointed by the President to study the problems of mass unemployment in Nigeria and to recommend strategies for solving it.

The most intriguing and disturbing features of the employment problem in Nigeria were:

(i) that over 70 per cent of the unemployed were youths within the 15-25 years age bracket;
(ii) that the unemployment problem was no longer limited to urban areas: it had extended to the rural areas; and
(iii) that graduate unemployment which was a rare phenomenon in the 60s and 70s had emerged and was growing rapidly.

The NDE was therefore given a mandate to fight unemployment starting, initially, with four core programmes/strategies. These were the Youth Employment and Vocational Skill Development (YE&VSD) Scheme, the Small-Scale Industries and Graduate Employment Programme (SSI&GE), the Agricultural Programme and the Special Public Works (SPW) Programme. The objectives of each of these are briefly described as follows.

The Youth Employment and Vocational Skill Development (YE&VSD) Scheme is aimed at giving vocational skills to unemployed youths and helping them thereafter to be either self-employed or to get gainful wage-employment. There are three sub-programmes under (YE&VSD), namely: the National Open Apprenticeship Scheme

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(NOAS), an analysis of which forms the main subject of this paper; the School-On-Wheels (SOW) Scheme, which is essentially an extension of NOAS principles so as to reach rural youths; and the Waste to Wealth (WAW) Scheme, which trains youths to produce valuable furniture and decorative items from discarded objects in the environment.

The Small-Scale Industries and Graduate Employment Programme (SSI&GE) aims at helping tertiary education graduates to develop entrepreneurship by giving them loans and management support services to run their own businesses. The ostensible intention is that success of such ventures would not only contribute to industrialisation in the country, but would create jobs for the young entrepreneurs and others.

The Agricultural Programme aims at helping graduates of agriculture and school-leavers to become agricultural entrepreneurs by giving them cash loans and agricultural inputs (including land) so that they can go into commercial farming. It is hoped that this scheme will not only contribute to boost agricultural production but will also have significant employment impacts.

The Special Public Works (SPW) Programme is an interim employment measure for jobless youths aimed at enhancing skills, whilst they are looking for more permanent jobs. The SPW participants are assigned to undertake public works including road construction, environmental sanitation etc. and are paid token stipends monthly until they are able to get paid jobs commensurate with their educational qualifications.

It is pertinent to note more generally that although these programmes are basically different in orientation and targeting objectives, they all share the common objectives of fighting unemployment through vocational skill training, and job generation through self-employment.

The Essence of NOAS

The essence of NOAS is not only to help unemployed youths, including school drop-outs, to acquire marketable skills, but also to enable them to get meaningful jobs on the completion of the process of skill acquisition.

The problem of unemployment in the country has, since the 60s, been characterised as the "school-leaver problem".[1] Primary and secondary school graduates continue to be a vulnerable group since the school system tends to emphasise an academic curriculum while it neglects to prepare youths for the vocations within their environment.

As Table 1 below illustrates, the problem of youth unemployment has not abetted in the 80s. In 1984, unemployment amongst urban primary and secondary school-leavers was 85.6 per cent and in 1988 it had barely dropped to 80 per cent. The situation in rural areas is not significantly different (see Tables 1a to 1c of the Appendix).

Table 1: Percentage Distribution of the Urban Unemployed (Primary & Secondary School) Graduates by Sex in Nigeria (1984-1987)

Time of Survey	Sex		
	Male	Female	Average
December 1984	85.3	85.9	85.6
June 1985	83.7	76.1	79.9
December 1985	86.6	76.8	81.7
March 1986	79.3	76.7	78.0
June 1986	82.7	77.9	80.2
December 1988	80.2	79.8	80.0

Source: **Computed from Federal Office of Statistics, Quarterly Bulletin of Statistics.** Various Issues.

The Nigerian economy of the 80s has found it extremely difficult to absorb its growing pool of skilled labour,[2] much less the unskilled segment of the labour force. In 1984, for instance, only 2 per cent of the urban unemployed were university graduates (Table 1a, Appendix) but by 1988 this had grown to about 5 per cent for both sexes and about 7 per cent for the male graduates (Table 1c, Appendix).

Growth in tertiary education has not been able to accommodate more than 10 per cent of qualified secondary level graduates annually.[3] Consequently, youths enter the labour market in search of elusive jobs and without the requisite skills.

Before focussing attention on NOAS, it is pertinent to note albeit briefly, the macro-economic environment that necessitated the setting up of NDE.

Following the oil boom of the mid seventies, the Nigerian economy was jolted into a rather intractable recession which lasted throughout the 1980s. One of several major attempts to get the economy back onto a viable growth path was the creation of the IMF/World Bank-supported Structural Adjustment Programme (SAP) in September 1986. The major objectives of SAP were:[4]

(i) to restructure and diversify production;
(ii) to achieve fiscal and balance of payments viability;
(iii) to achieve a sustainable non-inflationary growth; and
(iv) to reduce unproductive public sector investment and to intensify the growth potential of the private sector.

While employment was not specifically mentioned as a macro-economic objective, there are evident employment implications both for the short and long term in the main policy prongs of SAP. And as will be argued in the last sections of this paper, the implementation of SAP has had a rather mixed impact on the unemployment problem.

The aims and objectives, as well as the problems and prospects of NOAS should therefore be assessed within the overall impact of SAP on the Nigerian economy over the last three years.

Aims and Objectives of NOAS

The aims and objectives of NOAS to be viewed in the context both of the NDE mandate and the current economic reform measures (through SAP) can be summarised as follows:[5]

(i) to train urban youths and equip them with economically useful skills for either paid jobs or self-employment;
(ii) to inculcate in Nigerian youths a spirit of self-reliance and self-confidence;
(iii) to inspire the dignity of labour amongst youths;
(iv) to help cushion the negative impacts of SAP on youths;
(v) to create economic opportunities for urban youths; and
(vi) to channel the energies of youths to socially and economically useful engagements.

The School-On-Wheels (SOW) Scheme launched in September 1989, is designed to extend vocational training to the rural areas of the country. The aims of SOW as enunciated by the Minister of Employment, Labour and Productivity during the launching in September 1989, are as follows:

(i) to assist rural youths to acquire or improve on their vocational skills through suitably selected and nationally organised, practical, mobile teaching modules;
(ii) to arrest the problem of rural-urban drift among young people in their quest for vocational training by bringing such training opportunities to their doorsteps;
(iii) to reach more vocational trainees more economically than through the use of trade centres (of NOAS);
(iv) to breach communication barriers in order to improve vocational skills development by reaching the youths in their diverse local environments, adopting the commonest local languages;
(v) to create a pool of technically skilled labour from which medium- and large-scale industries will draw their workers;
(vi) generally, to contribute to the Federal Government's objective of creating jobs for all; and

(vii) to help avoid juvenile delinquency and to promote the participation of youths in national development.

As an extension of NOAS, SOW retains its essential features like concentrating on training of lower and intermediate occupational skills, the subsidy schemes and resettlement programmes to be described presently.

Target Groups for NOAS

NOAS is targeted on Nigerian men and women in the 15-25 years age group. The target beneficiaries therefore, include:

(i) primary and secondary school-leavers with certificates;
(ii) primary and secondary school-leavers without certificates; and
(iii) tertiary institution graduates who need to learn a specific skill e.g. typing or data processing, to enhance their employability.

There are minimum educational requirements necessitated by the technical content of the skill to be learned. Table 2 in the appendix shows the 73 different trades for which instruction is available. One should note that the educational qualification required varies from primary six, through the secondary school certificate to university-level training. The course duration ranges from two months (car washing), three months (for barbing), six months (e.g. for vulcanising and motor driving) to three years (for trades like car mechanics, painting, sign writing and printing).

The choice of these trades was based intuitively on what was happening within the economy at the time that NDE started. Their number can be extended as and when required.

Demand for NOAS

The total number of trainees taken in any particular year is limited by available resources, namely the budgetary provision and the trainers. As might be expected, more people than can be accommodated apply to NOAS. In 1989 for instance, the government directed that 62,000 more participants should be absorbed.[6] The number that actually showed up during a three-week registration exercise was over 173,000. Over the last three years the total number of beneficiaries has been 209,732, distributed as shown in Table 2 below. It is clear from the table that efforts are made to ensure equality among states weighted by considerations like the rate of youth unemployment.

The National Grid (last row of Table 2) indicates those that are recruited in large urban centres like Lagos, Abuja and Kaduna.

Table 2: Number of NOAS Trainees Recruited (1987-1989)

S/No.	State	1987	1988	1989	Total
1.	*Abuja (FCT)*	920	1,500	3,090	5,510
2.	*Akwa Ibom*	-	4,511	3,090	7,601
3.	*Anambra*	3,354	3,603	3,090	10,047
4.	*Bauchi*	3,366	1,500	3,090	7,956
5.	*Bendel*	3,543	1,500	3,090	8,133
6.	*Benue*	1,466	1,800	3,090	6,356
7.	*Borno*	3,577	1,800	3,090	8,467
8.	*C/River*	2,001	2,000	3,090	7,091
9.	*Gongola*	2,508	2,500	3,090	8,098
10.	*Imo*	3,699	3,603	3,090	10,392
11.	*Kaduna*	2,828	2,221	3,090	8,139
12.	*Kano*	2,486	1,603	3,090	7,179
13.	*Katsina*	-	3,182	4,090	7,272
14.	*Kwara*	3,306	2,653	3,090	9,049
15.	*Lagos*	4,039	1,600	3,090	8,729
16.	*Niger*	3,308	1,600	3,090	7,998
17.	*Ogun*	2,434	2,600	3,090	8,124
18.	*Ondo*	4,249	1,600	3,090	8,939
19.	*Oyo*	4,084	1,615	3,090	8,789
20.	*Plateau*	3,913	1,803	3,090	8,806
21.	*Rivers*	5,175	3,733	3,090	11,998
22.	*Sokoto*	847	3,877	3,090	7,814
23.	*National Grid*	16,289	4,936	6,020	27,245
	TOTAL	**77,392**	**57,340**	**75,000**	**209,732**

Admission

Each applicant to NOAS is given a form to complete, indicating vocational interests, location, educational background etc. The forms are processed at NDE headquarters by the YE&VSD department and admission decisions are arrived at after weighing the individual factors, the quota and other relevant requirements. Thus to a large extent, each participant has a choice as to what trade he/she wants to learn.

Trainers and Costs

The trainers in NOAS are master-craftsmen/women in the different trades where training is offered. These are people who in most cases are self-employed; they own their workshop and have previously been training local people in their particular trades.

There are also formal, institutional trainers. These are either government-owned or modern, private sector-owned institutions, such as the Nigerian Railway Corporation (Training School) and Technical Colleges located in some states and private multinationals like John Holt Company, Volkswagen of Nigeria etc.

Each of the trainers is offered a token allowance of N150 (= US$15) per trainee per year. Each trainee is given a transport allowance of N50 (= US$5) per month.

Both the trainer and trainee fees can be looked upon as subsidies. The trainers fees of N150 does not reflect the true market value of training which in most cases is about five to ten times higher. Two reasons account for their acceptance by the trainers. First, they regard this as their national contribution to solving unemployment problems. Second, it is possible that they recoup the cost in kind since the apprentices invariably work for them in the process of training.

To the trainees, the N50 is a subsidy in the sense that it helps offset the training cost that would normally have been borne by their parents or guardians if the government had not intervened.

The SOW trainers are technical instructors hired as employees of NDE on normal salaries. This is necessitated by the mobile nature of the school which offers instruction by moving from place to place.

Finance

NOAS is one of the programmes of NDE and is therefore financed from the subventions given to NDE by Government. Sufficient details to comment on unit costs were not available at the time of writing.[7] Up to 1988, a cumulative total of N276.8 million was allocated to NDE and NOAS took about 24 per cent of this amount.

Organisation

NDE has 22 regional offices, one in each state including Abuja, the Federal Capital Territory (FTC). The planning of NOAS is carried out by the YE&VSD department at the headquarters in Lagos and execution takes place in the states. The role of the 22 regional offices is to co-ordinate NOAS at the local level and to give feedback to Headquarters in Lagos.

The trainees admitted into the programme are attached to relevant master-craftsmen located near them. Each training programme or syllabus has two components - the theory and the practical. Practical training is given five days each week and the Saturday is devoted to theoretical training. The Saturday Theory class imparts the required theoretical knowledge or principles behind the practice learned during the week. Attendance in all the classes is compulsory and records are kept in a log book. Trainees who are found to be irregular lose their monthly stipend or can be dropped

completely from the programme. Quantitative data on these are however, not available at the time of writing.

Assessment of Training Needs

Training needs have not been formally assessed given the employment emergency that necessitated the setting up of the NDE. NOAS tries to match the revealed preferences of individual trainees with the availability of trainers in the chosen trade. One can therefore say that the process is more supply-driven that demand-driven.

Experience so far has underscored the necessity to undertake a needs assessment since it has become apparent that there may be an over-supply of certain skills while others are under-supplied.

Placement, Monitoring etc.

After trainees have been selected and placed with the master-craftsman/woman, he/she is regularly monitored by NDE monitoring officers who visit the apprentices in their workplace with structured questionnaires that tap information on their progress, frequency of attendance, their problems etc. The evaluation of the monitoring instruments is done by the Research and Development department of the NDE. Some of the preliminary results of this evaluation will be presented in a section below on the problems of NOAS.

Relationship with Traditional and Modern Sector Apprenticeship

In terms of NOAS' structure, course contents and goals, there is a significant departure from the traditional system of apprenticeship that put little or no premium on the educational entry requirement, the theory content of the course, and specific completion time. Given the national challenge of training as many people as possible and the demands of the modern economy, NOAS has to orient its training in this direction and ensure that it is strictly time bound.

The so-called informal sector master-craftsmen seem to react favourably to NOAS. As a matter of fact, they are eager to take on trainees although they often show reluctance in conforming to the requirements of NOAS, especially in respect of record keeping. It seems that the introduction of NOAS has, indirectly, helped to modernise the informal sector by imposing certain documentation requirements on the trainers who take on NOAS trainees.

Trainees are encouraged to take standardised external trade tests on completion of the course. Such tests include the City and Guild examinations and the trade tests organised by the Testing Division of the Federal Ministry of Labour. The performance

records of those who have voluntarily taken the trade tests are difficult to obtain; but an informed guess is that so far, not more than 2 per cent of NOAS trainees have scaled these tests. The reason has more to do with NOAS graduate job aspiration, and options than their acquired abilities, as will be explained presently.

Beyond NOAS

Those who opt, on completion of their training, for paid jobs, either in the private or public sector, are often helped by NDE through its placement/resettlement services. Appeals are constantly being made to employers to hire skilled artisans from the pool trained by the NDE. This has succeeded in some cases. So far, about 7,000 have been able to get paid jobs.

The NOAS graduates who opt for self-employment either make their own arrangements for financing or apply to NDE's resettlement scheme for a loan. At the time of writing, the modalities for a full take-off of this resettlement scheme is being reviewed. Tentatively a loan package ranging from N10,000 - N15,000 in both cash and kind is envisaged. More information will become available when the project takes off fully.

Results So Far

By the end of 1989, NOAS had placed over 200,000 trainees in various apprenticeships with master-craftsmen and women in about 73 skills nationwide. Of this number, 16,000 are estimated to have graduated by December 1989 and about half of them found paid employment. It is too early, however, to generalise either the success story or the failures. In any case, the NOAS has significantly sensitised the populace to the vocational options available to unemployed youths and many parents are eager to enrol their wards and encourage vocational training.

Problems Encountered

The **economic and financial problems** of NOAS include (a) the extent to which the economic policy environment as typified by SAP has affected its operations; and (b) the falling financial contribution by the government, and rising cost of resettlement projects.

The net impact of SAP on the employment situation is that workers have been retrenched by both private and public sector establishments seeking to adjust through rationalisation. An increase in the number of unemployed people has meant that NOAS' efforts, though positive, have hardly dented the problem of youth unemployment (see Table 3, Appendix, for current unemployment figures).

The sluggish rate at which the economy has been growing since the implementation of SAP has not enhanced the speed at which paid employment for NOAS graduates

would increase or the success rate of new self-employment ventures embarked upon by NOAS graduates.

As a result of fiscal stringency imposed by SAP, the financing of NDE by the Federal Government has been on the decline from the start of 1987. For instance, in 1987, N200 million was allocated in the budget but in 1988 this was reduced to N118 million. In 1989, NDE received N169 million or 32 per cent of the proposed budget of N532 million. The effect has been to squeeze all NDE core programmes including NOAS, which means that NOAS has not been able to accommodate more candidates than it does.

While SAP has challenged the entrepreneurial talents of NOAS trainees, the attendant high cost of finance and the inflationary spiral have meant that the self-employment option has been seriously undermined. The full impact of this is yet to be quantified; but the direction is unmistakably clear.

The **technological problems** facing NOAS reflect technological laggardness in the whole economy. NOAS training, ideally assumes some basics in technical skills or the ability on the part of the trainees to easily absorb technical information. A lack of technical education infrastructure doesn't make the job of trainers any easier; long-term prospects for employment generation crucially depend on the extent to which basic technical education becomes increasingly diffused in the economy. Indeed the ability to generate jobs on the massive scale envisaged may well depend on the country's ability to absorb and apply relevant technology to its problems.

Closely related to the above problem is the challenge of identifying competent master-craftsmen/women for the trainees. This is particularly difficult in the least industrialised and rural areas of the country; it is relatively easy in Lagos where there is a high concentration of industrial establishments and businessmen. It must be noted that master-craftsmen/women are selected from the list of those who respond to the NDE advertisement for this purpose. This is also supplemented by direct contacts/solicitations made by NDE to some trainers, especially the institutional ones.

Although the **problem of transportation** infrastructure may sound far-fetched for the operation of NOAS, it is in fact very real and raises the need to supply more vehicles to enhance the mobility of the monitoring officers in particular.

The logistics of reaching beneficiaries throughout the country and linking them with their trainers require a hitch-free roads and transportation network. This ideal is yet to be attained in the country, especially in its remote rural and riverine areas. The monitoring officers administering the programme also find the problem of accessibility to the beneficiaries and trainers daunting. This has impaired the efficiency of monitoring operations.

The **information problem** facing NOAS is a reflection of a general problem facing NDE operations at this initial stage. NOAS, like other NDE programmes requires a

substantial amount of information for operationalisation, e.g. on the skill requirements matrix for each occupation and industry; information on skill availabilities and their geographical location as well as information on the optimal technical and financial training requirements for each of the 73 trades offered so far. However, the pressing nature of the youth unemployment situation is such that the implementation of a programme like NOAS could not indefinitely be postponed until "full" information was obtained. The price paid for this is an enhanced risk of making mistakes. It is hoped that the management information system now put in place by NDE will contribute to alleviate this problem.

Placement of Trainees

Although NDE has successfully assisted about 50 per cent of its NOAS graduates in their job search, the sluggish growth of the economy has not made this easy. The rate at which new jobs are created has been agonizingly slow, especially at the artisan level. The problem is compounded by the fact that ever larger numbers enter the labour market annually; thereby giving the few available employers the option of either picking NOAS skilled graduates at a higher cost or employing raw recruits at lower costs. Besides, NOAS graduates also have to compete with non-NOAS graduates with similar skills but trained traditionally (mostly in the informal sector).

The high cost environment caused and sustained by SAP measures work against the creation of micro-enterprises which constitute the main area of self-employment for NOAS graduates. It should be further stressed that the demand for the products of self-employment projects - mainly local services - in which NOAS graduates can invest is equally sluggish. With the exception of automobile repairs, demand for other services with high income elasticities has virtually collapsed. These include trades like printing, horticulture, upholstery, music, etc. This steep reduction in demand can obviously be traced to the fact that SAP has drastically reduced the real income of the consumers who now can no longer afford what to them may be luxury. Conversely, the increase in demand for mechanical trades arises from the new maintenance culture which has created the need to step up maintenance of available consumer durables like cars, tractors, air conditioners rather than buying expensive replacements.

All in all, one cannot categorically at this stage pronounce that NOAS is an outstanding success nor can it be rightly claimed that it is an unmitigated failure. More facts on its operation need to be gathered and analysed before one can reach such a firm conclusion. Nevertheless, what can reasonably be said at this point is that success has been attained in some areas while more remains to be done in others. The on-going comprehensive evaluation programme at NDE will, hopefully, contribute to shedding more light on NOAS' overall performance.

FOOTNOTES AND REFERENCES

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4. See Iz Osayinwese 'The Structural Adjustment Programme and Employment Generation in Nigeria": An Analysis of Impacts and Prospects in Joe. U. Umo (ed.) **Employment Generation in Nigeria: Issues and Strategies**. Ibadan, Spectrum Books Limited, 1990 forthcoming.

5. See details in Chidi Ofong 'The National Directorate of Employment (NDE): An Assessment of its Roles, Activities and Prospects for Employment Generation in Nigeria, in Joe U. Umo (ed.), **Employment Generation in Nigeria: Issues and Strategies** op cit.

6. This was part of the efforts made to quell the SAP riots of May 1989 in Nigeria.

7. There is an on-going economic evaluation of all NDE programmes. It is hoped that this comprehensive study will shed light on the cost profiles exhibited by some projects like NOAS.

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New Approaches to Training: A Preliminary Review of Nigeria's National Open Apprenticeship Scheme (NOAS)

Joe U. Umo, December 1990

APPENDIX

Table 1a: Percentage Distribution of Unemployed by Educational Level and Sex, 1984-1986: Urban Centre

Educational Level	December 1984		June 1985		December 1985		March 1986		June 1986	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
No Schooling	10.7	10.1	10.5	16.2	9.5	17.7	14.2	15.7	9.3	17.3
Primary	32.9	28.3	23.3	13.8	22.8	16.5	23.0	13.4	17.4	14.1
Secondary	52.4	57.6	60.4	62.3	63.8	62.3	56.3	63.3	65.3	63.8
College of Education	1.3	2.0	0.4	5.4	0.5	3.0	1.5	4.0	3.8	1.6
Polytechnic	0.7	2.0	1.6	-	1.5	-	2.5	1.8	0.7	1.1
University	2.0	-	3.8	2.3	2.8	0.6	2.5	1.8	3.5	2.1
All Levels	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: Federal Office of Statistics

Table 1b: Percentage Distribution of Unemployed by Educational Level and Sex, 1984-1986: Rural Centre

Educational Level	December 1984		June 1985		December 1985		March 1986		June 1986	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
No Schooling	23.3	15.9	29.4	38.6	30.0	43.0	8.2	29.4	22.9	27.3
Primary	30.1	30.1	26.5	29.8	28.0	20.3	48.5	36.8	20.5	19.4
Secondary	42.5	54.0	44.1	31.6	38.0	35.4	43.3	33.8	53.0	51.3
College of Education	1.4	-	-	-	3.0	1.3	-	-	1.2	0.7
Polytechnic	1.7	-	-	-	-	-	-	-	-	-
University	-	-	-	-	-	-	-	-	2.4	1.3
All Levels	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Source: Quarterly Bulletin of Labour Statistics 1986. Federal Ministry of Employment, Labour and Productivity, 1989, p. 14.

Table 1c: Percentage Distribution of Unemployed Persons by Educational Level, Sex and Sector, Nigeria December 1988

Educational Level	Urban			Rural		
	Both Sexes	Male	Female	Both Sexes	Male	Female
All Persons	100.0	100.0	100.0	100.0	100.0	100.0
No Schooling	12.0	11.2	13.2	20.6	14.9	28.6
Primary	18.4	18.4	18.4	34.0	32.4	36.2
Secondary	61.7	61.8	61.4	43.9	50.6	34.2
College of Education	2.6	2.0	3.5	1.2	1.4	1.0
Polytechnic	0.4	-	0.9	0.4	0.7	-
University	4.9	6.6	2.6	-	-	-

Source: Federal Office of Statistics, May, 1988.

Table 2: National Directorate of Employment: Available Trades for Trainees

Trade	Qualification	Duration of Training	Remarks
Accountancy	Graduates, W.A.S.C. (Five Credits)	3 years	Banks
Typing and Shorthand	W.A.S.C. Attempted with pass in English	2 years	
Arts			
Painting & Sign Writing	S.75	3 years	
Photography	Primary 6	2 years	
Leather work	Primary 6	2 years	
Interior design/Decoration	S.75	2 years	
Building Trades			
Cabinet Making/Joinery	Primary 6	2 years	
Carpentry	Primary 6	2 years	
Plumbing/Pipe Fitting & Joinery	S.75	2 years	
Bricklaying/Masonry	Primary 6	1 year	
Brick Manufacturing	Primary 6	2 years	
Surveying	W.A.S.C. with pass in Maths, Physics		
Computer Technology			
Computer Programming	Graduates in Engineering & Related Subjects	1 year	
Computer Operating	Graduates in Engineering & Related Subjects	1 year	Banks
Computer Repairs/Maintenance	Graduates & Engineers	2 years	

Trade	Qualification	Duration of Training	Remarks
Draughtsmanship			
Architectural Draughtsmanship	S.75	2 years	
Electrical Installation	Only those with evidence of science subjects with passes	2 years	
Radio/TV Maintenance	S.75	2 years	
Generator Maintenance	S.75	2 years	
Rewinding	Primary 6	1 year	
Mechanical Trades			
Auto Mechanic	S.75	3 years	
Auto Electrical Works	S.75	2 years	
Battery Conditioning	S.75	1 year	
Refrigeration/Airconditioning Mechanic	S.75	2 years	
Vulcanising	Primary 6	6 months	
Outboard Engine Mechanic	S.75	2 years	
Metal Machinist	S.75	2 years	
General Fitting	S.75	2 years	
Panel Beating	Primary 6	2 years	
Sheet Metal Technician	Primary 6	2 years	
Foundry Technology	S.75	2 years	
Welding	Primary 6	2 years	
Driving (Motor & Tractor)	Primary 6	6 months	

Trade	Qualification	Duration of Training	Remarks
Music			
String Instrument	S.75	2 years	
Drums	Primary 6	1 year	
Composing, Writing and Conducting	W.A.S.C.	2 years	
Wood Works			
Cabinet Making/Joinery	Primary 6	2 years	
Upholstery	Primary 6	2 years	
Boat Building	S.75	2 years	
Coach Building	S.75	2 years	
Wood Machinist	S.75	1 year	
Miscellaneous			
Catering	W.A.S.C. 3 passes	1 year	
Cookery	Primary 6	1 year	
Bakery/Confectionery	Primary 6	1 year	
Hairdressing	S.75	1 year	
Sewing	S.75	2 years	
Tailoring	Primary 6	2 years	
Printing	S.75	3 years	
Watch Repairing	S.75	2 years	
Blacksmithing	Primary 6	2 years	
Photolithography	S.75	2 years	
Goldsmithing	Primary 6	2 years	
Book Binding	Primary 6	1 year	

Trade	Qualification	Duration of Training	Remarks
Carving	Primary 6	3 years	
Cloth Weaving	Primary 6	1 year	
Dry Cleaning	Primary 6	1 year	
Auxilliary Nursing	S.75	2 years	
Arts & Crafts	Primary 6	2 years	
Barbing	Primary 6	3 months	
Pottery Making	Primary 6	1 year	
Mat Making	Primary 6	6 months	
Cane Furniture	Primary 6	2 years	
Painting & Decorating	S.75	2 years	
Painting & Sign-Writing	S.75	3 years	
Car Washing	Primary 6	2 months	
Horticulture	S.75	1 year	
Fumigation & Pest Control	S.75	1 year	
Shoe Repairing/Cobbler	Primary 6	1 year	
Storekeeing	S.75	Vacancy in big Companies	
Driving (Crane Construction Machinery)	Primary 6	6 months	
Cosmetic (Pomade/Soap Making)	S.75	1 year	
Camera Repairs	S.75	2 years	
Stage Lighting	S.75	1 year	
Modelling	S.75	1 year	
Acting	S.75	2 years	

Table 3: Unemployment Rates by State, Nigeria, March 1987 - December 1988

	March 1987	June 1987	September 1987	December 1987	March 1988	June 1988	September 1988	December 1988
All Nigeria	7.3	7.2	10.0	7.8	4.6	3.9	3.8	4.8
Abuja	-	-	-	-	-	-	-	-
Akwa Ibom	NA	10.7	9.0	9.4	NA	9.2	5.6	10.8
Anambra	13.3	5.6	14.6	15.0	3.3	9.3	8.5	4.4
Bauchi	0.8	2.2	0.9	7.6	1.6	0.7	-	2.4
Bendel	16.8	15.2	20.4	19.5	4.4	5.4	6.6	11.7
Benue	9.3	9.2	8.6	5.3	1.4	1.8	1.4	1.4
Borno	6.5	2.8	5.3	4.4	8.0	2.1	-	1.3
Cross River	13.0	6.0	14.8	10.1	3.8	9.9	5.4	2.3
Gongola	7.6	4.5	3.3	*	5.3	1.3	0.5	3.2
I M O	14.0	15.3	13.8	10.2	12.2	7.6	11.7	12.9
Kaduna	4.0	11.6	14.7	10.1	*	1.4	0.7	5.8
Kano	*	0.6	0.7	5.3	0.3	1.5	0.4	0.8
Katsina	NA	6.5	*	2.0	NA	1.1	*	3.8
Kwara	4.6	6.5	4.7	3.4	2.8	0.9	0.6	5.4
Lagos	5.5	2.6	4.5	6.8	3.3	1.0	0.9	3.8
Niger	3.0	1.2	5.4	2.6	*	1.6	0.9	0.7
Ogun	8.0	1.4	4.2	4.5	4.0	1.7	0.9	4.1
Ondo	9.5	7.1	8.9	6.8	4.5	7.1	3.6	4.1
Oyo	11.9	5.4	9.7	4.8	3.2	1.5	2.6	1.0
Plateau	11.3	12.5	10.6	7.1	7.3	3.9	6.5	3.9
Rivers	33.5	14.0	10.3	15.9	8.7	5.7	10.6	7.8
Sokoto	10.0	7.3	8.4	10.3	*	0.7	5.3	0.9

* = Less than 0.1 per cent; and NA = Not available. The figures are provisional estimates.

Source: Federal Office of Statistics, May, 1989.

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